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ABSTRACT

The social studies curriculum guide, intended for use with 4th-grade children, was developed as part of a University of Minnesota extension course requirement offered to public school teachers. Included in this unit on American Indians are lessons in anthropology, history, geography, sociology, government, and economics. The activities included are intended to relate to the lives of the students living in the suburban structure so that they will eventually recognize their responsibilities toward citizens beyond the suburban environment. (LS)

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A NATIVE AMERICAN CURRICULUM UNIT

FOR THE FOURTH GRADE

NATAM IV

by

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Indian Upward Bound Program

and

Training Center for Community Programs

in coordination with

Office of Community Programs
Center for Urban and Regional Affairs

Training of Teacher Trainers Program
College of Education

Minnesota Federation of Teachers

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A Note on the First NATAM Curriculum Series

During the Spring of 1970, a special University of Minnesota course in Indian education was offered through the College of Education and the General Extension Division to public school teachers in the school system of Columbia Heights, a Minneapolis suburb. This course--which was taught in Columbia Heights--was arranged and specially designed as a result of a request from Columbia Heights school officials and teachers to Mr. Gene Eckstein, Director of Indian Upward Bound. (Indian Upward Bound is a special Indian education program funded by the U.S. Office of Education, the University of Minnesota, and the Minneapolis Public Schools. It operates at two inner-city Minneapolis junior high schools, and functions under the control of an all-Indian board of directors.) In addition to the usual on-campus course requirements, such as reading, enrollees were given special lectures by invited Indians in addition to the person responsible for accreditation, Dr. Arthur Harkins. Lecturers were compensated for their contributions by a special fee paid by the course enrollees. A complete listing of the lecture sessions follows:

April 1, 1970 — Mr. Charles Buckanaga (Chippewa) "Indian Americans and United States History" Mr. Buckanaga presented a brief resume of the relationship of the American Indian and the in-coming European Cultures. He also discussed a three-dimensional view of historical data, emphasizing the development of gradual feelings toward and the eventual end result of the native Americans.

April 8, 1970 — Mr. Roger Buffalohead (Ponca) "Urban Indian" Mr. Buffalohead discussed the conflicts and problems confronting the Indian in the migration to the Urban setting.

April 15, 1970 — Lecture on Urban Indians
Dr. Arthur Harkins - University of Minnesota

April 15, 1970	Gene Eckstein (Chippewa) "Cultural Conflict and Change." Mr. Eckstein discussed the changing cultures of the Indian American and the problems encountered.
April 22, 1970	G. William Craig (Mohawk) "Treaties and Reservations." Treaties by the United States and American Indian Nations. The out growth of reservations and their influences on the American Indian.
April 29, 1970	Lecture H Ed. III Dr. Arthur Harkins
May 6, 1970	Gene Eckstein (Chippewa) The psychological and sociological challenges of the Indian American citizen in the transition from the Indian reservation to an urban area.
May 13, 1970	Lecture H Ed. III Dr. Arthur Harkins
May 20, 1970	Mr. Will Antell (Chippewa) "Indian Educational Conflicts" Director of Indian Education in Minnesota, Mr. Antell presented the challenges of the teacher in Indian Education, together with their relationship to the Indian student, Indian family and Indian community.
May 29, 1970	Lecture H Ed. III Dr. Arthur Harkins Comments from the class - final examination.

As a course requirement, each teacher taking the course for credit authored a curriculum unit for the grade level or subject area which he or she was actively teaching. The best of these units - a total of nineteen - were selected, and the over-all quality was judged to be good enough to warrant wider distribution. It was felt that the units were a good example of what professional teachers can do--after minimal preparation, that the units filled an immediate need for the enrolled teachers for curriculum material about Indian Americans, and that they served as an opportunity to test a staff development model. The units were endorsed by a special motion of the Indian Upward Bound Board of Directors.

From Indian Upward Bound Board metting--Thursday, January 7, 1971.

Certain people are asking that the curriculum guide of the NATAM series by taken from school teachings. There was discussion on this and it was suggested instead of criticizing the writing make suggestions on how to better them. Gert Buckanaga made a motion that we support the experimental curriculum guides. Seconded by Winifred Jourdain. Motion carried.

To accomplish distribution, the units were typed on stencils, mimeographed, assembled and covered. Costs were shared by the University's Training Center for Community Programs and the Training of Teacher Trainers Program of the College of Education. The units were then distributed throughout the state by shop stewards of the Minnesota Federation of Teachers, an AFT affiliate. The entirety of these distribution costs were borne by MFT.

A new NATAM series is currently being prepared. It will focus upon contemporary reservation and migrated Native Americans.

The Coordinators
May, 1971

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Introduction

The basic concepts to be used in the fourth grade in my school are structured by the authors of the Laidlaw text, Using the Social Studies*, and include understanding of the six basic social science disciplines. This unit is designed to accompany the units of the text and to reinforce the concepts developed by the authors. For example, I will teach the anthropology section of the unit after teaching the anthropology section of the text. This will encourage students to do research and perform activities in conjunction with each unit. Hopefully these activities will relate to the lives of the students living in the suburban structure. I, the teacher, recognizing the limits of social studies understandings as a resident of suburbia, hope the elementary student will eventually recognize his responsibilities as he matures with citizens beyond his immediate environment.

An Overview of the Text: Using the Social Studies

The content of the text is centered around finding out how the various social scientists work to discover information about men and the societies he has created in the past and is in the process of creating today. The subject matter of Using the Social Studies consists of a one-unit treatment of each of the following disciplines in the sequence indicated: geography, anthropology, sociology, economics, political science, and history, and a final unit designed to show the ways in which social scientists can work together to study certain kinds of problems. Although each discipline is treated separately, the inter-disciplinary relationships among the social sciences are brought out in

*Dressel, Herman, M. Madeline Veverka, and Ellis U. Graff. Using the Social Studies. Chicago: Laidlaw Brothers, 1929, Vol. 5.

each of the seven units.

Time: one week per unit

I expect this to be a very flexible program, depending on the needs of the students involved. Various groups of students can well be working on different problems at the same time.

Anthropology

Problem:

To develop a knowledge of the Indian's past so students can relate to and understand the present day Indian culture.

Knowledge and Understanding:

1. The Indian left evidence of his culture at places where he made his home.
2. Evidence of a past culture is often buried beneath the surface of the earth.
3. The same site may be used over and over again as a place for cultures to develop.
4. Indians living in the same culture tend to share the same beliefs and observe the same customs.
5. Indians developed tools to help them work.
6. Each Indian tribe developed its own means of obtaining a constant supply of food.
7. The people of the Indian cultures developed their individual ways of providing shelter.
8. The food and shelter was partly determined by geography.

Attitudes and Behavior:

1. Indian culture developed gradually over the years.
2. Indians have always lived close to nature.
3. The resources the Indian had available determined his way of life.

Activities:

1. Develop a list of questions to be researched by students.
2. Construct models of shelters in different geographical areas.
3. Develop a model of an archaelogical site.
4. Mold models of tools from clay.
5. Study Indian myths that reflect the role of Indian people.

History

Problem:

To teach students how the history of the American Indian was formulated.

Knowledge and Understanding:

1. Historians have chosen important facts about the past of North America. They have arranged these facts in some order. They have made many guesses and have come up with a story as to the ways in which the Indian civilization developed. They also have tried to give reasons for the events that took place.

2. Early Indians left no written records other than pictographs and glyphs.

3. Writings of early missionaries, army officers, traders, and colonial officials provided the first written records.

4. Historians use evidence gotten by archaelogists to formulate their opinion of the American past.

Attitudes and Behavior:

1. Each historian interprets evidence and makes choices.

2. Historians use evidence gotten by archaelogists to formulate their story of the American Indian's past.

3. Many questions about the past of the North American Indian are still unanswered.

Activities:

1. Read about the history of the Plains Indian in two history books. Find at least one difference between the two stories.

2. Ask one child to take the part of an American Indian. Have him write a short description of life with the pioneers. Have another child take the part of a pioneer. Have him write a short description of life with the Indians. Compare the two stories. Develop this into a role-playing activity.

3. Read a history of the Pueblo Indians and discuss how historians knew these things were true.

Geography

Problem:

To help students understand the interrelationships between earth features and Indian activities.

Knowledge and Understanding:

1. Geographic changes of the North American continent probably occurred because of the effects of glacial migration. Geography probably affected the migration of man to North America 20,000 years ago.

2. Geographers have learned that the places Indians lived affected their way of life.

3. Indians had migrated throughout the North American continent by the time the first white man came.

Attitude and Behavior:

1. A great deal of time has passed since the coming of Indians to North America.

2. The white man has been here a relatively short time.

3. The Indian's culture was affected by the geography of the land.

4. The Indian is currently distributed throughout America.

Activities:

1. Show Sound Filmstrip RF 104 - "Glaciers and the Ice Age".

2. Develop a map of the way North America probably looked at the time of migration.

3. Display a map of the distribution of Indians throughout North America. Discuss the relationships of the different land forms to the Indian's way of life.

4. Form committees. Do research and show how a particular group of Indians adapted his way of life to the geography of the land.

5. Develop a map showing where the North American Indian is currently living.

Sociology

Problem:

What sociological relationships did the Indian embrace and how do these relationships influence the lives of today's Indians?

Knowledge and Understanding:

1. In some Indian groups the mother ruled the family and made most of the decisions; in others, the father ruled the family.

2. Family gatherings like reunions were held. They called these family organizations clans.

3. Social groups consisting of about twenty clans were called tribes.

4. Generally the North American Indian did not divide the Indian into social classes. They even treated chiefs and Shamans as other tribal members.

5. The North American Indian participated in games.

Understanding and Beliefs:

1. An Indian family group was strong. It helped take care of the members who could not meet their own needs.

2. Children learned the Indian culture from their parents.

3. Indians enjoyed fun and games.

4. Indians gave parties called "potlatches" to prove their wealth.

5. Indians looked upon war as a sport and an important part of life. War was a way the Indian could gain personal glory.

Activities:

1. Gather information about Indian family life for the purpose of simulating an Indian family at work.

2. Have students gather information about Indian games and play some of them during their recreation period.

3. Find out about the life of a famous American Indian.

4. Display pictures of weapons used by Indians at war and compare them with weapons man uses today.

Government

Problem:

To understand the governmental structure of the past so students can understand the Indian's reaction to the Bureau of Indian Affairs, and other governmental agencies that affect the modern Indian.

Knowledge and Understanding:

1. Indian tribes were not really organized into nations with real governments. Most of them were held together by family ties, clan membership and common language.

2. Nomadic Indians were divided into family groups called bands. Its leader was called a chief. The chief acted as an advisor or father.

3. Councils made up all the grown men of the tribe. They usually had the real governing power. They discussed a problem, and if one or more persons disagreed, they dropped the matter.

4. The Bureau of Indian Affairs is an agency of the Federal Government of the United States. It supervises the land and money owned by the Indian. It supervises the reservation where the Indian lives. The bureau provides education and welfare aid.

5. Indians living in the city follow the rules and laws that other members of society follow.

Attitudes and Behavior:

1. Indians of the past developed a kind of democracy.

2. Indians on reservations are controlled by the B.I.A.

3. Indians in the city can and do participate in the regular governmental structure.

4. Indians should be encouraged to exercise the right to govern themselves.

Activities:

1. Show the films "Meet the Sioux Indians" and "Indian Boy of the Southwest".* Let students surmise governmental structure as deduced from the film. Discuss the need for government in early Indian life as compared to the need for government today.

*See Appendix for distributers of these films.

2. Teacher will give lecture on the functions of the Bureau of Indian Affairs and show pictures of boarding schools and reservations.

3. Show slides of Indians living in the city. Discuss the reasons the members of the city Indian culture probably follow city laws and govern themselves by voting as other members of society do.

Economics

Problem:

To teach students that Indians of today have serious economic problems.

Knowledge and Understanding:

1. Indian families produced their own goods and services before white men came. They depended on the land.
2. Trading developed gradually between tribes.
3. Diffusion of goods developed as the Indian societies progressed, especially after the influx of European influence.
4. The average income of a present day Indian family in the United States is lower than the average white income.
5. Indians pay taxes.
6. Indians consume goods and services provided by the tax dollar.

Attitudes and Behavior:

1. Society needs Indians to produce and consume goods.
2. The basic needs of Indian people must be met.
3. Indians have limited resources and unlimited wants.
4. Indians can get more goods by increasing their resources.
5. The government can help the Indian people make a living by providing services and hiring workers.

Activities:

1. Show slides depicting current Indian problems (reservations as well as city).
2. Show pictures depicting current Indian problems.
3. Name the goods you would expect to see in a northern Minnesota Indian town.
4. Choose a product produced by Indian people - explain in chart form the human, natural and capital resources needed to develop the product.

5. Develop a chart showing products supplied by Indian people of Minnesota to the rest of the nation. (This would include city workers as well as reservation dwellers).

6. Make a chart showing products needed by Indians that come from other places.

7. Make a chart of things that have been or are being used in place of money.

8. Make a list of jobs to be done to satisfy Indians of the past.

9. Make a list of jobs to be done to satisfy needs of present day Indians.

Culminating Activity

Mural in four sections:

1. Indians of Early America
2. Indians of More Recent Times
3. Current Indians of the Reservation
4. Indians in the City

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APPENDIX

Films mentioned on page seven:

Meet the Sioux Indians: Available from the International Film Bureau, 332 South Michigan Avenue, Chicago, Illinois.

Indian Boy of the Southwest: (15 minutes, color or Black and White) Available from Film Associates of California, 11559 Santa Monica Blvd., Los Angeles, California.